

Share with Stakeholders and Take Action

When districts learn from and share about successes and challenges they can increase the effectiveness of SEL implementation.

Below you'll find an overview of: WHAT high-quality implementation looks like, WHY it's important, WHEN to engage in this key activity, and WHO to involve. Also see the [PROCESS](#) page for step-by-step guidance on how to engage in the work, and the [RESOURCES](#) page for additional tools to support your efforts.

What does it mean to share with stakeholders and take action to promote SEL continuous improvement?

As part of high-quality SEL continuous improvement, districts use what was learned throughout the year and during data reflection (see [Key Activity: Data Reporting and Reflecting](#)) to determine next steps and engage stakeholders. This may mean building on or expanding strategies that worked, making changes to a strategy to address implementation challenges, or attempting new strategies when previous efforts were unsuccessful.

Using data to share progress and take action is the fourth and final phase of a Plan-Do-Study-Act continuous improvement cycle (read more about PDSA cycles in [Key Activity: Planning for improvement](#)) before a new year-long continuous improvement cycle is launched.

A strong approach to sharing progress and taking action involves:

Using conclusions from data reflection to determine next steps and create action plans.

Sharing these conclusions and action plans with key stakeholders.

Providing support to school teams for data-informed action planning.

Supporting school teams in communicating about implementation progress and progress towards achieving desired outcomes with their own key stakeholders (e.g., families, students, staff, community partners).

Use the [Rubric](#) to assess your approach to sharing with stakeholders and taking action.

Why does my district need to share with stakeholders and take action?

Throughout SEL implementation, you will likely come across obstacles that delay or hinder your progress, or new ideas that could increase your effectiveness. When you take action based on what was learned from implementation and outcome data, your next steps are more likely to be successful and sustained. This is the core of continuous improvement: learning from your successes and challenges and adapting your approach along the way to increase effectiveness.

Sharing about progress and what is learned with district stakeholders helps raise awareness about what the SEL team is achieving, highlights successes that can be celebrated, and maintains commitment and buy-in. Consistent communication on progress can also encourage decision-makers to provide needed resources for future SEL efforts.

When should my district share with stakeholders and take action?

You'll engage in much of this work after reflecting on the past year's data and drawing conclusions around success and challenges (See [Key Activity: Data Reporting and Reflecting](#)). As discussed previously, this summative data reflection meeting typically occurs at the end of the academic year, after districts have implemented their plan and compiled their data. Some districts may want to engage in discussing next steps and a new year-long action plan in the same meeting, immediately after spending time on data reflection. Other districts may choose to break this up into multiple meetings so that they have dedicated time to plan for the coming school year. If the planning meeting is separate from the data reflection meeting, it's important to review what was discussed and learned during data reflection before determining action steps.

You'll want to prepare conclusions to share with stakeholders shortly after reflecting on data at the end of the academic year. This may include sharing progress about the past year's SEL efforts and a summary of implementation and outcome data, as well as any next steps that are planned. If you're developing a new action plan at a later time, you'll also want to share that plan with stakeholders before the start of the following year.

Who needs to be involved in sharing with stakeholders and taking action?

Most of the stakeholders involved in other aspects of continuous improvement will also be involved in developing an action plan and sharing progress with stakeholders, though there may be some additional people needed to execute next steps and help communicate with stakeholders. This includes:

- SEL lead and team
- Communications department or someone from the SEL team who supports communications (instrumental for ensuring communications about the results of SEL continuous improvement are shared with the right stakeholders)
- Members of district Research and Evaluation department (to help determine what data trends and highlights to communicate)

Additional stakeholders who may be involved in developing and carrying out a new or updated action plan based on what was learned through the year include:

- Key staff members from departments that lead SEL work across the district
- School leadership and their supervisors
- Community partners that help support SEL in the district
- Other stakeholders, including families and students, who can inform a robust action plan

Process

This process will help district use conclusions from data reflection to determine next steps and create action plans, then share these with key stakeholders. This also involves providing support to school teams for data-informed action planning and communicating about implementation progress and progress towards achieving desired outcomes with their own key stakeholders. Use the [Rubric](#) to assess your current level of implementation.

1. Determine where and how to build on successes.

Based on your data reflection (see [Key Activity: Data Reporting and Reflecting](#)), identify SEL strategies that seem successful or promising. This may include areas where you've made progress on implementation or outcome goals. You'll likely want to stick with successful strategies to maintain those gains and even explore whether they can be expanded to other areas of implementation.

When determining which strategies to continue, determine what specifically led to success and take steps to ensure that areas of strength are sustained and leveraged in the future. For example, areas of strength may be related to effective people or teams, collaborating partners, or tools and resources that were employed.

2. Determine where and how to overcome challenges.

In areas where you experienced challenges or didn't make expected progress on implementation or outcomes, you'll want to examine what happened to determine how to adjust your efforts.

If you did not make expected progress on implementation (See [Key Activity: Data Reporting and Reflecting](#) for guidance on using your [Action Planning Workbook](#) to compare how you did on the implementation rubric at the end of the year to your initial rubric goals), consider whether you will:

- *Stick with the same implementation goals and try different strategies to overcome previous obstacles.* For example, your district may have intended to design and implement an [SEL professional learning program](#) for schools by developing a comprehensive menu of professional learning and providing opportunities for schools to learn from each other (achieving a score of "3" on the professional learning [rubric item](#)), but struggled to get schools to attend because sessions were held during the school day. You may want to adjust your strategy by offering a mix of afterschool and virtual professional learning opportunities.
- *Change your implementation focus.* Alternatively, your district may have struggled to implement the SEL professional learning program because school teams are inundated with requests for professional learning from central office departments. You may decide that the time is not right for focusing on the SEL professional learning program until you've first prioritized cross-departmental collaboration (see Focus Area 1, [Key Activity: Collaboration](#)). Your district may then return to focus on an SEL professional learning program when stakeholders seem ready for it.

Sometimes circumstances change within a district from the start to the end of a year, and what seemed achievable in the fall may not seem sensible the following spring. This may be due to a change in senior leadership, budget cuts, or departmental restructuring. When this is the case, the district should acknowledge this change in circumstance, describe what they learned from their efforts, and determine whether they need to shift focus or engage in other key activities that would better prepare the district to make progress on SEL implementation.

If you did make progress on your implementation goals, but implementation did not lead to expected outcomes, consider whether:

- *Your outcomes goals were aligned to your implementation goals.* This may be a good time to revisit your logic model (See Focus Area 1, [Key Activity: Shared Vision and Plan](#)) and determine whether you need additional or

different inputs or activities to achieve your intended outcomes. For example, if your outcome goal was to increase staff capacity and confidence in SEL implementation, you may need to not only design and implement a professional learning program (See Focus Area 2, [Key Activity: Professional Learning](#)), but also consider adopting SEL standards (Focus Area 3, [Key Activity: SEL Standards](#)) and/or evidence-based programs ([Key Activity: Evidence-Based Programs and Practices](#)) that help scaffold and structure how school staff implement SEL.

- *Your outcome goals were realistic.* Sometimes your district may have implemented according to plan and made great progress but still fell short of ambitious outcome goals. You may want to extend your timeline for achieving the goal, or revise the goal to reflect a more realistic one-year outcome.

3. Share progress and learnings with stakeholders.

By this point, your district has completed a year-long Plan-Do-Study-Act continuous improvement cycle, which began when you identified your goals and strategies for the year (PLAN); executed your plan and documented implementation throughout the year (DO); compiled and reflected on data (STUDY); and made adjustments to next year's plan based on what you've learned (ACT).

Now it's time to tell stakeholders what you've done and what you've learned. Districts may approach sharing with stakeholders in a variety of ways, including through a brief annual report or through a public presentation. The specific approach you take depends on your intended audience, their level of engagement, and how you think they will best engage with the information.

Regardless of approach, here are a few recommended areas to consider including in a report to stakeholders:

- Overview of SEL, history of commitment made by district
- Progress made to date in the broader effort
- Overview of implementation and outcome goals for the most recent year
- Introduction of the types of data collected, analyzed, and reported
- Summary of implementation and outcome data
- Key learnings, conclusions, and next steps

Here are examples of districts' reports to stakeholders:

- [Austin ISD 2013-2014 SEL Update](#)
- [Austin ISD Research Brief for the Social and Emotional Learning Technical Report: Student Level Outcomes, 2015–2016](#)
- [Washoe County School District's Annual Data Summits](#) and [SEL Data webpage](#)

Here are summaries of learnings across CASEL's Collaborating Districts Initiative:

- CASEL's report summarizing [key findings from the Collaborating Districts Initiative](#)
- [Evaluation of districtwide SEL implementation by American Institute for Research \(AIR\)](#)

4. Support school teams in using data to action plan and communicate progress with their own key stakeholders.

In addition to districtwide action planning and communications, it's important to engage school teams in a similar process of using what they've learned this past year to inform next steps. You may want to bring school leaders or teams together to share their learnings, collaboratively make meaning of their data and trends, and discuss what they should do next.

You can also support schools in identifying their own key stakeholders and crafting a plan for communicating their SEL progress. Here's a [communication planning tool](#) from the CASEL Guide to Schoolwide SEL that may be helpful.

5. Launch a new year-long continuous improvement cycle for SEL.

Implementing SEL districtwide is not a one-time process. As one year-long cycle of continuous improvement comes to a close, another is launched to continuously iterate and built on your efforts. Your approach to implementation throughout this coming year should be informed and influenced by the successes, challenges, and learnings of the previous year.

To launch a new continuous improvement cycle, you'll begin with goal-setting and planning (see Focus Area 1, [Key Activity: Shared Vision and Plan](#), and Focus Area 4, [Key Activity: Planning for Improvement](#)). What will be different this time around is that your district will have captured and planned around learnings from the previous year.

Resources

Below, you'll find resources to help share with stakeholders and take action.

See how districts have strategized around action planning

TITLE

[SEL Trends: Empowering Youth Voice](#)

From CASEL's SEL Trends series, this issue describes ways that Chicago, Cleveland and Washoe County school districts have recognized students as experts of the school experience and built structures for students to better influence school and district decisions and practices.

SOURCE:

CASEL

TAGS

social studies

SEL partnerships

student leadership

youth voice

Find ready-to-use tools

TITLE

[CASEL Action Planning Workbook](#)

Use CASEL's District Action Planning Workbook to develop and monitor a yearlong SEL implementation plan based on the District Framework's 16 Key Activities.

SOURCE:

CASEL

[MeasuringSEL: Use Data](#)

From CASEL's Measuring SEL practitioner resources, this page provides details and examples of how districts have used SEL data from formative or summative assessment for continuous improvement.

SOURCE:

CASEL

TAGS

student assessment

define SEL metrics

equity

assessment

conducting local SEL research

implementation monitoring

implementation evaluation

youth voice

[Develop Long-Term Goals for Districtwide SEL](#)

This tool explains how to set long-term SMARTIE-style goals for districtwide SEL implementation. Provides guidelines to get the committee started, step-by-step instructions for defining goals that reflect the district's shared vision, and examples.

SOURCE:

CASEL

TAGS

define SEL metrics

continuous improvement

implementation evaluation

planning
